Building Resilient Workers

HEALTH AND SAFETY AT WORK

Facilitator Guide

Decoda
LITERACY SOLUTIONS

Building Resilient Workers:
Health and Safety at Work. Facilitator Guide

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Building Resilient Workers: Health and Safety at Work Facilitator Guide is a publication of Decoda Literacy Solutions, British Columbia's not for profit literacy organization. This workbook provides general health and safety information. It is not intended to give advice on any particular problem. For specific health and safety information, contact the BCFED Health & Safety Centre or WorkSafe BC.

Additional copies of Health and Safety at Work can be obtained from the publisher:

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Building Resilient Workers

HEALTH AND SAFETY AT WORK

Introduction

Building Resilient Workers: Health and Safety at Work is the product of collaboration between the BC Federation of Labour's Health and Safety Centre (BCFED Health & Safety Centre) and Decoda Literacy Solutions. Decoda is BC's leading literacy organization, committed to building a culture of community-based learning and literacy in BC. The BCFED Health & Safety Centre is a centre for excellence for Occupational Health and Safety training in BC. The project is funded by WorkSafeBC, which is dedicated to promoting workplace health and safety for the workers and employers of BC.

In developing this health and safety curriculum, Decoda took content from the BCFED Health & Safety Centre's *Developing Communication and Health and Safety Skills Using English as a Second Language* program and viewed it through a literacy lens. The goal in doing this was to provide program facilitators with materials that would allow them to help learners develop their literacy skills using health and safety content.

The curriculum development was guided by a team of health and safety professionals from the BCFED Health & Safety Centre and WorkSafeBC.

The project addresses three important needs observed in the literacy community:

1. **To provide information on health and safety to vulnerable workers.**

   Community literacy programs often work with people who are on an employment pathway. They may be looking for work or looking to improve their workplace skills. Many of these learners could be classified as vulnerable workers: young workers, new Canadians, or people with low literacy skills.

   Literacy Outreach Coordinators and adult literacy service providers know who vulnerable workers are, how to work with them and have already developed relationships of trust. They also have established relationships with other service providers in communities. This makes the provincial network of literacy workers an effective way to connect health and safety information to people who need it most.

2. **To provide programs with health and safety materials and curriculum that will allow program facilitators to deliver health and safety information with confidence.**
   Service providers have long wanted to use health and safety content in literacy program delivery, but haven't had the time, energy or expertise to assemble a health and safety curriculum. While health and safety information is provided in some programs, the results and content are not consistent.
   This health and safety curriculum will result in more workers and potential workers receiving health and safety information in a consistent manner across BC.
3. **To expand the reach, scope and content of the work developed by the BCFED Health & Safety Centre.**
   The BCFED Health & Safety Centre's *Developing Communication and Health and Safety Skills Using English as a Second Language* program is offered in the Lower Mainland of BC. There is a need for the information provided in this program to reach a wider audience in more communities (reach) and to be offered to people in all stages of their workforce development (scope).
   The Decoda curriculum has reading, writing and oral communication activities embedded in the health and safety content. These activities are designed to help people develop their literacy skills –which is, in itself, a safety intervention and a factor that leads to resiliency.

Building Resilient Workers: Health and Safety at Work is comprised of five modules:

- Module 1: Rights and Responsibilities
- Module 2: Hazards in the Workplace
- Module 3: Workplace First Aid
- Module 4: Ergonomics
- Module 5: Workplace Violence

The modules are designed to be used together, as part of a series of classes on health and safety, or individually. It is recommended that Module 1: Rights and Responsibilities be covered first, before tackling any other modules, as it provides important background information on health and safety in the workplace in BC.

Some of the modules are longer than others. However, it is expected that it will take approximately 15-20 hours of class time to cover all five modules. Of course, this will depend on the skill level and background knowledge of participants.

In addition to health and safety learning outcomes, Decoda has identified the Community Adult Literacy Benchmarks (CALB) in which learners will develop skills for each module. These include skills in the Reading, Writing and Oral Language domains. More information on CALB can be found at *www.decoda.ca.*

These Benchmarks have been crosswalked with other frameworks including the Canadian Language Benchmarks, K-12, adult basic education and Essential Skills. The crosswalk can be found at *https://decoda.ca/resources/adult-literacy-benchmarks/*.

We hope you and your learners will enjoy working with this curriculum and that our collective work will lead toward a safer and more resilient workforce in BC. We thank the people at the BCFED Health & Safety Centre and WorkSafeBC for helping to guide us as we made our way through health and safety in the world of work!

BCFED Health & Safety centre

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LITERACY SOLUTIONS

Module 1: Rights and Responsibilities

Purpose

The purpose of this module is to provide basic information about health and safety rights and responsibilities in the workplace in British Columbia.

Health and Safety Learning Outcomes

Participants will:

- Describe WorkSafeBC and how WorkSafeBC can help workers
- Discuss the Workers Compensation Act and the Occupational Health and Safety Regulation
- Distinguish the four basic rights of all workers in British Columbia
- Apply the four basic rights
- Identify the basic responsibilities of employers and employees in the workplace

Community Adult Literacy Benchmark (CALB) Learning Outcomes

Participants will develop skills in the following domains:

Reading

- Recognize complex and technical words by sight
- Understand how a dictionary works
- Use a dictionary to find meanings of unknown words
- Ask questions when unable to understand text or graphic material

Writing

- Write simple and complete sentences
- Understand and use common formats such as personal letters, emails, journal entries, memos, short reports, and stories

Oral Communication

- Use specialized vocabulary for specific contexts
- Actively engage in and facilitate group discussion or conversations with one or two others

I. Introduction

All workers in British Columbia have some basic rights. Workers, supervisors and employers also have some basic responsibilities. These responsibilities protect people from work related health and safety hazards. It is important that all workers know what their basic rights are and exercise these rights in the workplace.

These rights and responsibilities are discussed in the Workers Compensation Act and the Occupational Health and Safety Regulation. You can find the Act and the Regulation at *www.worksafebc.com*.

Suggested Activities:

1. As a group, have participants share the kind of work they currently do or the kind of work they hope to find.
2. Ask participants what the word “hazard” means. Explain that a hazard is any activity, situation or substance that can harm someone.
3. Form small groups (3-5) and ask participants to discuss the following questions:
    - If you are currently working, what are some of the hazards at your work?
    - Did your employer tell you about these hazards when you first started working there?
    - What do you think some of the hazards will be in the work you hope to get in the future?
4. Ask groups to share their answers with the class. Write the groups’ answers on the board or flipchart.
5. Have participants complete the activities on page one of their workbook, either individually or as a group, depending on their skill level.

II. WorkSafeBC

WorkSafeBC ensures all workers and employers in BC follow the Workers Compensation Act. The Act includes all of the laws that workers and employers must follow at work. WorkSafeBC provides compensation for people who have a work-related disease or injury.

WorkSafeBC also writes health and safety guidelines. These guidelines suggest ways to comply with the Occupational Health and Safety Regulation. The purpose of the Regulation is to promote occupational health and safety and to protect workers and others present at workplaces from work-related risks to their health, safety, and well-being. WorkSafeBC often visits workplaces to ensure the Regulation is followed and follows up on any complaints it receives from workers.

Suggested Activities:

1. Write WorkSafeBC on the board or flipchart. Ask participants if they have ever heard of WorkSafeBC.
2. Have participants complete the pre-reading activity on page two of their workbook.
3. Refer participants to the "WorkSafeBC" reading and questions on page three of their workbook. Have them complete the activities individually, or review as a group, depending on their skill level. Discuss.
4. Explain that workers should report any health and safety concerns to their employer. If they don't feel comfortable doing that, they can call WorkSafeBC. These phone calls are confidential. The employer will never know the worker called WorkSafeBC.

If workers are hurt on the job, they need to report the injury to their employer as soon as possible. If they miss work due to their injury, they or their employer will need to make a claim with WorkSafeBC. This can be done over the phone (1-888-967-5377) or online at *www.worksafebc.com*. If English isn't a claimant's first language, this can be done in their own language.

III. Four Basic Rights

All workers in British Columbia have four basic legal rights:

- The Right to Know
- The Right to Participate
- The Right to Refuse Unsafe Work
- The Right to No Discrimination

Right #1: The Right to Know

Workers have the right to workplace health and safety education and training, as well as the right to know the hazards they may face at work and how to do their job safely.

Suggested Activities:

1. Ask participants what they think the "right to know" means.
2. Review the "Right to Know" reading together and discuss. If there is computer access, have participants look up the regulations referenced in the handout online at *www.worksafebc.com*.
3. Refer participants to "New Worker Orientation and Training." Review each item on the checklist and briefly discuss. Ask participants to check off the items they have been trained on in their current or past workplaces. Discuss results as a group. Are participants receiving the training they should be getting?
4. Tell participants that as part of their right to know, they have the right to ask questions about how to do their job safely. Ask if they are comfortable asking questions at work. Why or why not? Discuss why it is important to ask questions when you don't understand something, such as a safety procedure.
5. Write who, what, why, when, where, and how on the board or flipchart. Have participants brainstorm as many questions as they can about health and safety at work using the "wh" words.

   Review relevant question examples with participants:

   - Who will I be working with today?
   - Who should I ask if I need help with my work?
   - What is this machine guard for?
   - What safety equipment do I need to wear with this cleaning product?
   - Where is the information about this chemical?
   - Where can I find the earplugs?
   - When will the safety training begin?
   - Why do I need to wear special gloves with this cleaner?
   - How do I use this equipment?
   - How should I safely use this chemical?

Right #2: The Right to Participate

A Joint Health and Safety Committee is a committee made up of worker and employer representatives working together to identify and resolve health and safety issues in the workplace.

All workplaces in BC with more than 20 workers must have a Joint Health and Safety Committee. Workplaces with fewer than 20 workers may be required to have a health and safety representative. All workers have a right to participate in workplace health and safety activities.

Suggested Activities:

1. Review "The Right to Participate" reading as a group and discuss. Tell participants that if they are worried about their health and safety at work they can talk to one of their worker Joint Health and Safety Committee members or their worker health and safety representative. This person will address their concerns or take their concerns to the next meeting. Suggest that a good time to talk to committee members about health and safety concerns is when they are doing their inspections.
2. Have participants answer the questions in their workbook. Have participants write their answers on the board or flipchart and discuss. Possible answers could include:

   a. Why would someone want to join their Joint Health and Safety Committee?

   - An interest in health and safety
   - A desire to participate and help co-workers with health and safety issues
   - Paid time during work to perform committee functions and duties
   - At least eight hours of paid annual educational leave to attend health and safety courses conducted or approved by WorkSafeBC
   - Use of equipment, premises and clerical resources needed to carry out committee duties

   b. What qualities should committee members have?

   - Collaborative
   - Enthusiastic
   - Experienced
   - Respectful
   - Responsible
   - Trustworthy

Right #3: The Right to Refuse

If workers think the work they are doing is not safe, they have the right to refuse that work and tell their health and safety worker representative and supervisor. When a worker refuses unsafe work, the employer is required to investigate and either fix the problem immediately or tell the worker there isn't a problem.

If the worker still thinks there is a problem, they may call the Safety at Work Prevention Line at 1-888-621-7233. In the meantime, the employer is required to assign the worker other work until the matter is resolved.

If workers are afraid to refuse unsafe work they can call WorkSafeBC and tell them what they think is unsafe and why they are afraid to refuse unsafe work. If they don't speak English, someone at WorkSafeBC will speak to them in their own language. This phone call is confidential. WorkSafeBC will not tell the employer they have called and they cannot be fired for making the call.

Suggested activities:

1. Have participants read "The Right to Refuse Unsafe Work" on page eight of the participant workbook or read it together.
2. Go over the steps for refusing unsafe work using "The Right to Refuse Unsafe Work Flowchart" (Regulation Guidelines Section 3.12). Ask participants to summarize the steps in their own words.
3. Form small groups. Ask participants if they think they could refuse unsafe work. Have the groups discuss "why or why not" and write their responses on flipchart paper. Have groups share their reasons for not wanting to refuse and consider as a group how they could overcome those concerns.

   Reasons might include:

   - Afraid of being fired
   - Embarrassed
   - Not sure if the work is unsafe or not
   - Unsure as it is a first job
   - Don't want to look like a complainer
   - Don't want to look silly in front of co-workers
   - Just want to do a good job
   - Don't know they can refuse

4. Ask participants why they should refuse unsafe work. Note participant answers on the board or flipchart.

Answers should include:

- So they don't get hurt
- So someone else doesn't get hurt
- Because the employer might not know about the problem

5. Refer participants to "Refusing Unsafe Work Practice Scenarios." Have small groups discuss how they would refuse unsafe work in the situations listed in the handout. If appropriate, ask them to practice refusing unsafe work by role-playing what they would say to their supervisor in each of the situations. The facilitator or one of the group members could play a difficult supervisor in each situation.
6. Have participants write an email to their supervisor expressing their concerns for one of the scenarios listed in their workbook. This could be an actual email to the instructor or a fellow participant or a handwritten version if the technology is not available.
7. Refer participants to the "Right to Refuse Unsafe Work, Parks Maintenance Edger Case Study." Complete this activity with participants.

Right #4: The Right to No Discrimination

Workers cannot be fired or disciplined for saying no to unsafe work – even if they thought it was unsafe and it turns out to be safe. They also cannot be fired or disciplined for participating in health and safety activities.

If workers are discriminated against for any of these reasons they should tell their direct supervisor, employer, union representative or WorkSafeBC, depending on the source of the discrimination.

Suggested activities:

1. Ask participants if they know what discrimination is.
2. Review the reading and discuss.
3. Have participants complete the questions in their workbook. Review their answers as a group.

IV. Responsibilities

Workers, supervisors and employers have some basic responsibilities with respect to workplace health and safety.

Suggested Activities

1. Ask participants what the word “responsibility” means.
2. Have participants brainstorm what they think employers’ responsibilities are with respect to worker health and safety. List on the board or flipchart.
3. Have participants brainstorm what they think workers’ responsibilities are with respect to worker health and safety. List on the board or flipchart.
4. Review the “Responsibilities” reading together. Ask what each point means to the participants and discuss.

V. Review

Suggested activities:

1. Discuss the following questions as a group. Or, make a game of it. For example, you could write the questions on pieces of paper and place them face down on the table. Then take turns choosing a question and trying to answer it. Or, you could play Health and Safety Jeopardy!
    - What is a right?
    - What is a responsibility?
    - What is the difference between the Workers Compensation Act and the Occupational Health and Safety Regulation?
    - What does WorkSafeBC do?
    - What are the four basic worker rights?
    - What are three things you have the right to know at work?
    - What is a Joint Health and Safety Committee?
    - What are the steps to refuse unsafe work?
    - What are three worker responsibilities?

VI. Resources

1. Guidelines for Workers Compensation Act and OHS Regulation

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines

2. Occupational Health and Safety Regulation, Part 3 Rights and Responsibilities

   - 3.1 When program required
   - 3.12 Procedure for refusal
   - 3.13 No discriminatory action
   - 3.23 Young or new worker orientation and training

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines/guidelines-part-03

3. Workers Compensation Act: Part 2 — Occupational Health and Safety

   - Division 4 — General Duties of Employers, Workers and Others
   - Division 5 — Joint Committees and Worker Representatives
   - Division 6 — Worker protection in Relation to Prohibited Actions

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/workers-compensation-act/part-2-occupational-health-and-safety

Additional tools and handouts can be obtained from the BCFED Health & Safety Centre at *www.healthandsafetybc.ca* or by calling 1-888-223-5669.

These tools include:

Alive After 5 – Young & New Worker Awareness Program

Health & Safety Committee Resource Book

G-D6-152 Worker complaints of discriminatory action and failure to pay wages complaints

Health & Safety information poster and wallet cards

Module 2: Hazards in the Workplace

Purpose

The purpose of this module is to discuss and recognize workplace hazards.

Health and Safety Learning Outcomes

Participants will:

- Identify health and safety hazards
- Carry out a hazard inspection
- Document the results of a hazard inspection
- Complete a job hazard analysis
- Recommend actions to address workplace hazards

Community Adult Literacy Benchmarks (CALB) Learning Outcomes

Participants will develop skills in the following domains:

Reading

- Use context to determine the meaning of difficult vocabulary
- Recognize complex and technical words by sight
- Ask questions when unable to understand text or graphic material

Writing

- Choose and use appropriate writing style for intended audience
- Complete complex forms with assistance
- Understand and use conventional formats to write (e.g., resume, business letter)

Oral Communication

- Understand relevant specialized vocabulary
- Use specialized vocabulary for specific contexts
- Provide opinions and suggestions
- Actively engage in and facilitate group discussion or conversations with one or two others

I. Introduction

There are potential health and safety hazards in all workplaces. However, hazards have varying degrees of risk. For example, the hazard is the same crossing the street in a small community in the interior of BC as it is crossing the street in Vancouver. But, you have a greater risk of being hit by a car in downtown Vancouver than you do in a small community.

Suggested Activities:

1. Discuss what the word “hazard” means. Discuss what the word “risk” means. What is the difference in meaning between the two words?
2. Form small groups and ask participants to:
    - Describe their job (or previous job) to the group
    - Describe some things that could go wrong at work
    - Discuss what they do to protect themselves from hazards at work
    - Discuss what could be contributing to these hazards at work
3. Ask groups to share their answers with the class. Write, or have a group member write, the group’s answers on the board or flipchart.
4. Have participants complete the reading on page 17 of their workbooks, either individually or as a group, depending on their level. Review as a group.
5. Have participants work in small groups to identify the hazards in the picture on page 19 of their workbook and decide which are health and which are safety hazards. Discuss.

II. Workplace Hazard Inspections

Employers and workers can figure out where there are hazards in the workplace in several ways. They can:

- Do workplace hazard inspections
- Get feedback from workers about workplace hazards
- Complete a hazard analysis on workplace tasks

Suggested Activities:

1. Ask participants "What is the purpose of an inspection?" Discuss answers and record on the board or flipchart. Answers should include:
    - Identify existing and potential issues
    - Gather information about safety issues from workers (which can be done during the inspection)
    - Determine the underlying causes of hazards
    - Recommend corrective action based on the inspection
2. Refer participants to the "Workplace Hazard Inspections" reading. Review together and discuss. Then have participants complete the vocabulary exercise on page 21 of their workbook.
3. Review the "Six Steps of Inspections" graphic, reading each step aloud and asking participants what they think each step means.
4. Organize the group to conduct an inspection of the place where the class is held. Or, if appropriate, participants can conduct inspections at their workplaces.
    - Remind the group that before doing an inspection, it is important to gather relevant safety procedures, checklists, facility diagrams and previous inspection reports.
    - Explain that doing a planned inspection in a large facility may take a lot of time. It is best to divide the facility into sections (this can be done on the facility diagram), and assign different people (usually done by members of the Joint Health & Safety Committee) to inspect different sections.
5. Conduct the site inspection using relevant sections of the Inspection Checklist found on pages 23-28 of the participant workbook.

III. Hazard Ratings

Hazard ratings classify each item observed during an inspection. This establishes priorities for corrective action and also highlights the level of severity or seriousness of the hazards. Often, the A, B, C rating method is used. "A" hazards should be fixed immediately, "B" hazards as soon as possible, and "C" hazards last.

Suggested Activities:

1. Refer participants to the "Hazard Rating" pre-reading and reading on page 29 of their workbook. Have participants review the reading individually or together, depending on their level.

2. Form small groups and ask participants to discuss what hazard rating they would give each situation described in the “Hazard Rating” activity. Discuss. Recommended answers are:
    a. The tread at the bottom of the office stairs is broken. (B)
    b. A barrier guard is missing on a large table saw. (A)
    c. A carpenter is handling rough lumber without gloves. (C)
    d. A slippery oil condition exists in the main aisle-way. (B)
    e. A maintenance worker is servicing a large sump pump in an unventilated deep pit, with the gasoline motor running. (A)
    f. A forklift is being driven with the load held high. (A)
    g. A strong odor is coming from the chemical storeroom, but no spill can be found. (C)
3. Have participants think about the inspection done on the class site and/or their workplace and discuss how they would classify any hazards found during the inspection.
4. Have participants add to the list of common vocabulary used to describe workplace hazards found on page 33 of the participant workbook as they describe any hazards found in their inspection.

    *Note – the report will be completed in the next section.

IV. Managing Hazards

Once hazards have been identified they need to be fixed or managed.

These are five main ways to best manage hazards:

- Get rid of hazards
- Build something around hazards
- Change the workplace to reduce the hazard
- Change the way work is done
- Wear personal protective equipment (PPE) to reduce exposure to hazards

The best option for managing a hazard is to get rid of the hazard. The least desirable option is to wear personal protective equipment.

Suggested Activities:

1. Discuss the best ways to manage hazards.
2. Ask participants to go back to the hazards they identified in their site inspection/s. As a group, brainstorm how they would recommend managing each hazard.
3. Have participants complete the "Inspection Report Form" on page 32 of the participant workbook, including the recommended actions, who is responsible, and when the hazard should be fixed.

V. Job Hazard Analysis

Another way of looking for hazards at work is to do a job hazard analysis. For example, if a worker is complaining of a sore right shoulder, the best approach is to watch that person work and analyze how they are doing their job. In doing this, it may be possible to identify what is causing the shoulder pain. The steps to doing a job hazard analysis are:

- Watch someone do a job
- List all the tasks they do (break down each basic step of the job)
- Think of potential hazards for each task
- Identify ways to manage the hazards

Suggested Activities:

1. Have participants do the pre-reading and reading on page 35 of the participant workbook.
2. Ask one or two participants to demonstrate a job they do at work. Or, have participants observe someone doing a job at their workplace.
3. Have the group carry out a job hazard analysis for the job that was demonstrated. Or, have participants carry out a job hazard analysis individually if they have observed someone at their workplace.
4. Review the Job Hazard Analysis example on page 37. Then have participants complete the "Job Hazard Analysis" form on page 36 of the participant workbook.
5. Have participants share their job hazard analysis form and final procedures with the group.

VI. Reports and Recommendations

A report summarizing the findings of an inspection or job hazard analysis should be posted for all workers to see. It may be necessary to make a formal recommendation to the employer if fixing a hazard costs money.

It is important that controls that have been put in place to fix hazards be monitored to ensure their effectiveness.

Suggested Activities:

1. Review the reading and "Recommendation Guidelines" on pages 38-40 of the workbook together.
2. Have participants write a recommendation letter to their supervisor or Joint Health & Safety Committee about any one of the hazards found in their site inspection.

VII. Review

Suggested Activities:

1. Have a group discussion about what participants already knew about recognizing and dealing with workplace hazards and what they now know.
2. Go to the following link: *https://www.worksafebc.com/en/about-us/news-events/worksafe-magazine/whats-wrong-with-this-photo*.
3. Play the "What's Wrong with This Photo" challenge. Downloading and printing the photos is an option if there is no internet access where your group meets.

VIII. Resources

1. Controlling Exposure

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines/guidelines-part-05

2. Occupational Health and Safety Regulation, Part 3 Rights and Responsibilities

   - 3.5 General requirement
   - 3.7 Special inspections
   - 3.8 Participation of the committee or representative

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines/guidelines-part-03

3. Safety Inspections: WorkSafe BC

   https://www.worksafebc.com/en/health-safety/create-manage/workplace-inspections

4. "What's Wrong With This Photo" Challenge:

   https://www.worksafebc.com/en/about-us/news-events/worksafe-magazine/whats-wrong-with-this-photo

5. Workers Compensation Act: Part 2 — Occupational Health and Safety

   - Division 5 — Joint Committees and Worker Representatives
   - Division 11 — Board Inspections, Investigations and Inquiries

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/workers-compensation-act/part-2-occupational-health-and-safety

6. Young Worker Exposure Prevention Series

   https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker/exposure-prevention-guides

Additional tools and handouts can be obtained from the BCFED Health & Safety Centre at *www.healthandsafetybc.ca* or by calling 1-888-223-5669.

These tools include:

Alive After 5 – Young & New Worker Awareness Program

Health & Safety Committee Resource Book

G-D6-152 Worker complaints of discriminatory action and failure to pay wages complaints

Health & Safety information poster and wallet cards

Module 3: Workplace First Aid

Purpose

The purpose of this session is to provide basic information about First Aid in the workplace and the Workers Compensation benefits system in British Columbia.

Health and Safety Learning Outcomes

Participants will:

- Identify what the Occupational Health and Safety Regulation says about First Aid requirements at work
- Identify first aid vocabulary
- Outline the process for making an injury claim

Community Adult Literacy Benchmarks (CALB) Learning Outcomes

Participants will develop skills in the following domains:

Reading

- Use context to determine the meaning of difficult vocabulary
- Recognize complex and technical words by sight
- Initiate strategies to assist comprehension and decoding

Writing

- Choose and use a range of formats to communicate message
- Complete complex forms with assistance

Oral Communication

- Understand relevant specialized vocabulary
- Use specialized vocabulary for specific contexts
- Listen, respond and provide information in some unfamiliar and unpredictable contexts

I. Introduction

All employers in BC are required to supply First Aid services to their employees. The level of First Aid required is determined by the risk of injury at the workplace, the number of workers and the workplace's distance from a hospital.

For example, a low risk workplace less than 20 minutes from a hospital with two to ten employees requires a basic first aid kit. A high risk workplace over 20 minutes from a hospital with six to ten employees requires a Level I first aid kit, Emergency Transport Vehicle (ETV) equipment and a first aid attendant with an Occupational First Aid Level I certificate with a Transportation Endorsement.

Suggested Activities:

1. Ask participants the following questions and discuss as a group.
    - Do you have a first aid attendant at work?
    - Have you ever visited First Aid? If so, how was the experience?
    - Have you ever chosen not to visit First Aid even though you were hurt? Why or why not?
2. Have participants read the introductory reading on page 42 of their workbooks, either individually or as a group, depending on their level. Review as a group.
3. Have participants answer the questions that follow the reading. Review answers.

II. Visits to First Aid

It is important that workers injured on the job report their injuries to their employer and/or visit First Aid as soon as possible. Early treatment can prevent further injury. Prompt reporting can help make a successful WorkSafeBC claim, should one be necessary.

Suggested Activities:

1. Ask participants why they think it is important to visit First Aid if they are injured at work. Discuss answers and record on the board or flipchart.
2. Have participants read "Visits to First Aid" and discuss.
3. Review the "First Aid Vocabulary" on page 45 of the participant workbook and brainstorm other first aid words or phrases to add to the list.
4. Have participants work with a partner and read one of the first aid dialogues on pages 46-47 of the participant workbook, with one person being the injured worker and the other the first aid attendant.
5. Have pairs switch roles and ask them to role-play one of the situations on page 48 of the participant workbook. If appropriate, have pairs perform their role plays for the class.

III. WorkSafeBC Claims

Workers who are injured on the job or have symptoms of a work-related illness must report the injury or symptoms to their employer immediately. They should seek medical attention and be sure to tell the doctor the injury is work-related. Then they should start a claim as soon as possible by reporting the injury to WorkSafeBC.

The best way to start a new claim is by calling Teleclaim. WorkSafeBC's claims representatives will make sure forms are filled out correctly and will let workers know if there are other forms they need to complete.

WorkSafeBC subscribes to a translation service. Workers whose first language isn't English can simply say the name of the language they wish to use, and within minutes they can report their injury in their language of choice.

Workers in BC may not sue an employer. Filing a claim with WorkSafeBC is the only recourse for workers injured on the job. It is illegal for employers to discourage employees from filing a claim with WorkSafeBC. This is called claim suppression and can have negative consequences on people and communities.

Suggested Activities:

1. Break participants into groups of three or four. Have groups discuss when they think a WorkSafeBC claim should be started and then write their answers on chart paper. Have groups share their answers with the large group.
2. Review the "WorkSafeBC Claims" reading on page 48-49 of the participant workbook as a group. Discuss.
3. Have the group brainstorm all the information they could need to start a WorkSafeBC claim. There is a summary of the information needed near the end of the online report form.

   Choose "Submit Form 6 without a user ID and password" to access the form:

   https://www.worksafebc.com/en/resources/claims/forms/application-for-compensation-and-report-of-injury-or-occupational-disease-form-6

IV. Review

Suggested Activities:

1. Have participants complete the forms that need to be submitted to WorkSafeBC after a workplace injury, using a scenario they created for the role play activity on page six of the participant workbook.
   Depending on the skill level of the group, either fill out the forms as a large group or have the participant who played the first aid attendant in the role play fill out the First Aid Record Form and have the participant who played the injured worker fill out the Worker's Incident and Injury Report Form 6.
   The forms are available at:

   https://www.worksafebc.com/en/resources/claims/forms/application-for-compensation-and-report-of-injury-or-occupational-disease-form-6

   https://www.worksafebc.com/en/resources/health-safety/forms/first-aid-record-external-form-55b23

2. Have participants complete the First Aid Word Search puzzle.

V. Resources

1. First Aid Record

   https://www.worksafebc.com/en/resources/health-safety/forms/first-aid-record-external-form-55b23

2. First Aid Regulation & Guidelines

   https://www.worksafebc.com/en/health-safety/create-manage/first-aid-requirements

3. Workers Compensation Act: Part 2 — Occupational Health and Safety

   - Division 10 — Accident Reporting and Investigation

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/workers-compensation-act/part-2-occupational-health-and-safety

4. Worker's Incident and Injury Report Form 6

   https://www.worksafebc.com/en/resources/claims/forms/application-for-compensation-and-report-of-injury-or-occupational-disease-form-6

5. Worker's Report of Injury or Occupational Disease to Employer

   https://www.worksafebc.com/en/resources/claims/forms/workers-report-of-injury-or-occupational-disease-to-employer-form-6a

Additional tools and handouts can be obtained from the BCFED Health & Safety Centre at *www.healthandsafetybc.ca* or by calling 1-888-223-5669.

These tools include:

Alive After 5 – Young & New Worker Awareness Program

Health & Safety Committee Resource Book

G-D6-152 Worker complaints of discriminatory action and failure to pay wages complaints

Health & Safety information poster and wallet cards

Module 4: Ergonomics

Purpose

The purpose of this session is to discuss common ergonomic injuries and identify how to prevent ergonomic injuries at work.

Health and Safety Learning Outcomes

Participants will:

- Identify musculoskeletal injuries (MSIs)
- Discuss ergonomic programs in the workplace
- Identify ergonomic risks in the workplace
- Assess ergonomic risks in the workplace
- Identify ways to control ergonomic hazards in the workplace

Community Adult Literacy Benchmarks (CALB) Learning Outcomes

Participants will develop skills in the following domains:

Reading

- Use context to determine the meaning of difficult vocabulary
- Recognize complex and technical words by sight
- Ask questions when unable to understand text or graphic material

Writing

- Write simple and complete sentences
- Use basic paragraph structure
- Complete complex forms with assistance

Oral Communication

- Understand relevant specialized vocabulary
- Use specialized vocabulary for specific contexts
- Provide opinions and suggestions

I. Introduction

Ergonomic injuries are common musculoskeletal injuries (MSIs) caused by ergonomic risk factors in the workplace. These injuries can be costly and debilitating. All workplaces are required by the Occupational Health and Safety Regulation to have an ergonomic program to reduce the risk of these injuries.

Suggested Activities:

1. Ask participants what they think "ergonomics" is. Discuss.
2. Have participants read the "Introduction" reading on page 51 of the participant workbook. Review the definition of ergonomics. Ask participants what is meant by "fitting jobs to people… not fitting people to jobs."
3. Ask participants to work in pairs and share whether they feel they are trying to fit their jobs or whether their employers have tried to fit their jobs to them. Ask for volunteers to share responses with the class.
4. Have participants complete the paragraph writing activity that follows the reading.
5. Read the case study on page 52 of the participant workbook aloud. Have participants think of three reasons why the employer may not want to buy a new chair.

   Answers could include:

   - Ergonomics is too costly - industry cannot afford to invest in jobs to fit workers
   - Aches, pains and stiffness are inevitable - the natural effects of growing old
   - Aspirin or Tylenol reduce pain and make it safe to keep working
   - Pre-employment x-rays and medical exams screen out job applicants who are vulnerable to strains and sprains
   - Most repetitive strain injuries are non-work related
6. Ask participants to think of three reasons why the employer should spend money on a new chair. Answers could include:

   Employers should spend time and money on ergonomics because:

   - Employees see that their employer cares about their well-being, which leads to better employee morale, leading to increased production and lower employee turnover.
   - The cost of ergonomics is lower than the increased insurance costs in the event of successful employee ergonomic insurance claims.
   - Ergonomics is a regulated requirement.
7. Have participants note their answers to the questions on pages 52-53 of the participant workbook.

II. Musculoskeletal Injuries

An ergonomic injury is usually referred to as a musculoskeletal injury, or MSI. Some examples of musculoskeletal disorders are carpal tunnel syndrome, tendinitis, and bursitis.

Suggested Activities:

1. Ask participants if any of them have ever had an overuse or repetitive strain injury. Explain that these are also known as musculoskeletal injuries or MSIs. Write “musculoskeletal injury” on the whiteboard or flipchart and ask if anyone can guess why these types of injuries are given this name (they involve the muscles and the skeleton).
2. Have participants read the “Musculoskeletal Injuries” reading on page 54 of the participant workbook, either individually or as a group, depending on their skill level. Discuss.
3. Have participants work with a partner or on their own to complete the “Musculoskeletal Injuries” activities in the participant workbook. Review as a group.
4. Have participants complete the “Discomfort Survey” on page 56 of the participant workbook. Or, draw the figures on the whiteboard or flipchart and do the activity as a group. Note if there are any trends or clusters of signs and symptoms within the group. Discuss why that might happen.
5. Have participants complete the questions on page 57 of the participant workbook.

III. Workplace Ergonomics Programs

Occupational Health and Safety Regulation: Part 4 General Conditions - Ergonomics requires employers to identify, assess and control risks for MSI in the workplace. Employers must then evaluate how well controls are working.

Suggested Activities:

1. Ask participants if their workplace has an ergonomics program. Ask if they think workplace ergonomics programs are necessary. Discuss.
2. Review the "Workplace Ergonomics Programs" reading as a group. Discuss.
3. Write the words on the vocabulary list on page 59 of the participant workbook on slips of paper. Place the slips face down on a table and have participants take turns choosing one and using the word in a sentence. Play several rounds so everyone gets plenty of practice. Have participants complete the sentence writing activity.
4. Explain that once a hazard is identified it needs to be assessed. Have participants consider the questions on page 60 of the participant workbook. As a group, brainstorm a list of things to consider when assessing hazards.

   The list should include some or all of the following:

   - Force – includes lifting, lowering, carrying, pushing, pulling, and gripping
   - Repetitive Motions - involves doing a task that uses the same muscles over and over
   - Awkward Posture - occurs when any joint of the body bends or twists outside a comfortable range of motion
   - Static Posture - occurs when one position is held for a prolonged period of time
   - Local Contact Stress - occurs when something digs into the skin, pressing on the nerves
   - Vibration - occurs while using power tools or while driving equipment
   - Temperature Extremes – reduces the response time to pain (mainly cold)

   Other aspects include the layout and condition of the workplace or workstation, including:

   - Working reaches
   - Working heights
   - Seating
   - Floor surfaces

Characteristics of objects being handled, including:

- Size and shape
- Load condition and weight distribution
- Container, tool and equipment handles

Characteristics of the organization of work:

- Work-recovery cycles
- Task variability and work pace
- Lack of control in decision making
- Monitoring of workers
- Work rate

5. Review the “Control Measures” reading as a group. Discuss.
6. Watch WorkSafeBC’s “Lifting in the Workplace” video and go over the accompanying discussion guide with the class.
   https://www.worksafebc.com/en/resources/health-safety/videos/lifting-in-the-workplace

IV. Review

Suggested Activities:

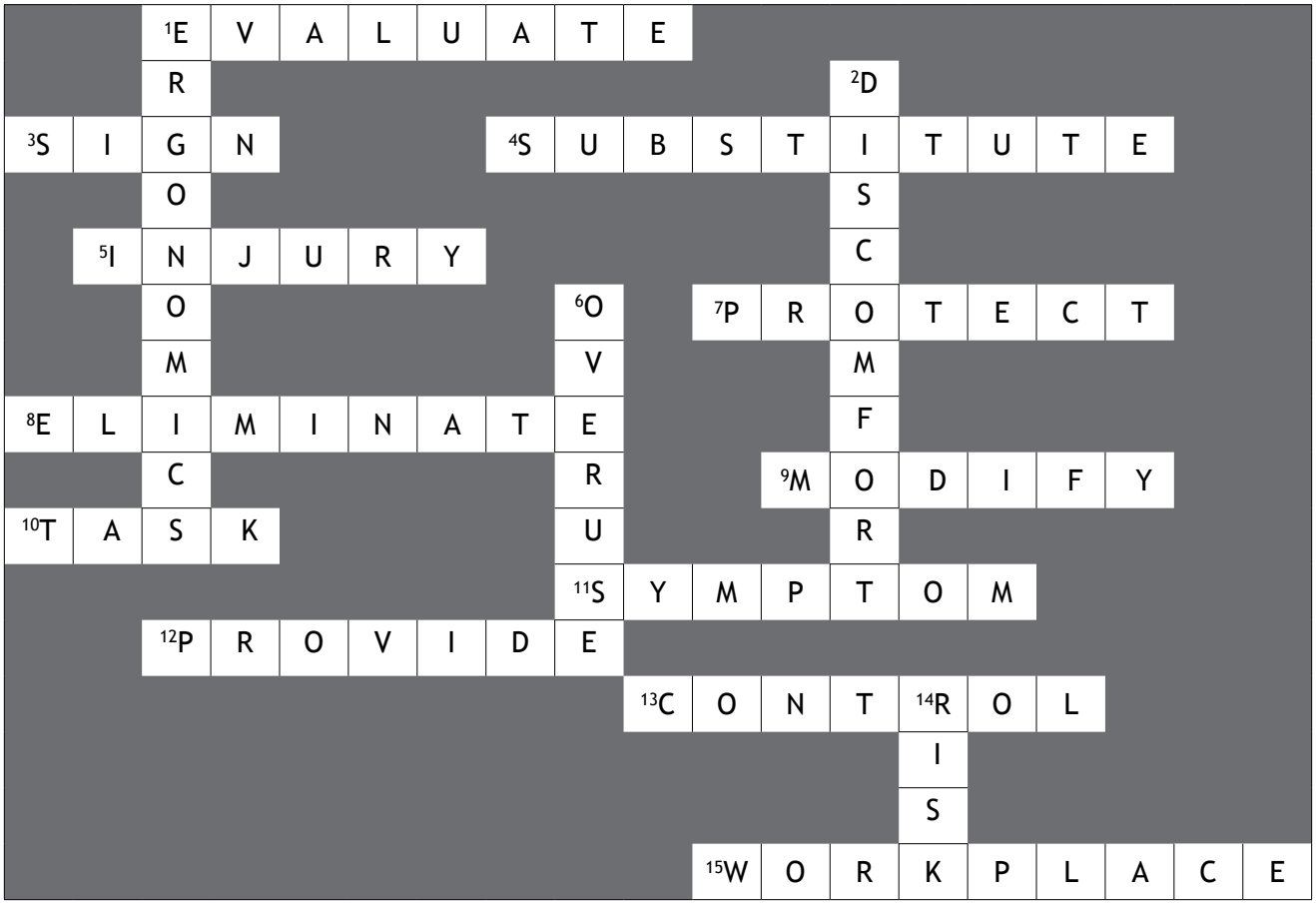
1. Have participants work in groups of three or four. Ask groups to choose one person’s job for an ergonomic assessment. Have groups use WorkSafeBC’s Worksheet A and Worksheet B to assess the ergonomic hazards of that job.
   Worksheet A: MSI Risk Factor Identification

   https://www.worksafebc.com/en/resources/health-safety/books-guides/worksheet-a-msi-risk-factor-identification

   Worksheet B: MSI Risk Factor Assessment

   https://www.worksafebc.com/en/resources/health-safety/books-guides/worksheet-b-msi-risk-factor-assessment
2. Ask groups to recommend ways to control any hazards they identify.
3. Have groups present their recommendations to the class, describing the controls they recommend.
4. Have participants complete the “Ergonomics Crossword” on page 62 of the participant workbook. (see next page for answers)

Ergonomics Crossword Answers



ACROSS

1. measure success or failure
3. something you can see
4. use something else
5. physical harm or damage
7. keep safe
8. get rid of
9. change
10. a job at work
11. something you can feel
12. make available
13. have power over
15. the place you work

DOWN

1. study of people and their working conditions
2. the feeling of not being comfortable
6. use too much
14. danger

V. Resources

1. Ergonomics

   https://www.worksafebc.com/en/health-safety/hazards-exposures/ergonomics

2. Resources

   https://www.worksafebc.com/en/health-safety/hazards-exposures/ergonomics

3. “Lifting in the Workplace” discussion guide

   https://www.worksafebc.com/en/resources/health-safety/videos/lifting-in-the-workplace

4. “Lifting in the Workplace” video

   https://www.worksafebc.com/en/resources/health-safety/videos/lifting-in-the-workplace

5. Occupational Health and Safety Regulation: Part 4: 4.46 - 4.53 Ergonomics (MSI) Requirements

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-04-general-conditions

6. Understanding the Risks of Musculoskeletal Injury (MSI)

   https://www.worksafebc.com/en/resources/health-safety/books-guides/understanding-the-risks-of-musculoskeletal-injury-msi-an-educational-guide-for-workers-on-sprains-strains-and-other-msis

7. Worksheet A: MSI Risk Factor Identification

   https://www.worksafebc.com/en/resources/health-safety/books-guides/worksheet-a-msi-risk-factor-identification

8. Worksheet B: MSI Risk Factor Assessment

   https://www.worksafebc.com/en/resources/health-safety/books-guides/worksheet-b-msi-risk-factor-assessment

Additional tools and handouts can be obtained from the BCFED Health & Safety Centre at *www.healthandsafetybc.ca* or by calling 1-888-223-5669.

These tools include:

Alive After 5 – Young & New Worker Awareness Program

Health & Safety Committee Resource Book

G-D6-152 Worker complaints of discriminatory action and failure to pay wages complaints

Health & Safety information poster and wallet cards

Module 5: Workplace Violence

Purpose

The purpose of this module is to discuss the hazard of violence in the workplace and identify ways to prevent that violence.

Health and Safety Learning Outcomes

Participants will:

- Distinguish violence at work and improper activity or behaviour
- Describe the requirements for working alone or in isolation in BC
- Identify workplace violence risks and hazards
- Define workplace bullying and harassment
- Identify ways to control workplace violence risks and hazards

Community Adult Literacy Benchmarks (CALB) Learning Outcomes

Participants will develop skills in the following domains:

Reading

- Use appropriate strategies to figure out words with two or more syllables in text and in isolation
- Form opinions after reading a piece of text or document
- Use context to determine the meaning of difficult vocabulary
- Recognize complex and technical words by sight

Writing

- Identify root words and add suffixes and prefixes correctly
- Write simple and complete sentences
- Use basic paragraph structure

Oral Communication

- Actively engage in and facilitate group discussions or conversations with one or two others
- Understand relevant specialized vocabulary
- Use specialized vocabulary for specific contexts
- Provide opinions and suggestions

I. Introduction

Violence is unacceptable in any workplace, and it is not an inherent risk. Employers have a legal obligation to eliminate the risk of violence to workers whenever possible. Workers have a legal right to a safe, non-violent workplace.

Suggested Activities:

1. Ask participants what they think workplace violence is. Note answers on the whiteboard or flipchart.
2. Brainstorm types of violence as a class. The list should include:
    - Physical force
    - Attempted force
    - Stated threats
    - Behavioural threats
    - Property damage
    - Verbal abuse
    - Bullying
    - Harassment
    - Sexual contact
3. Break the class into small groups. Have groups discuss the following questions:
    - Have you ever experienced or witnessed workplace violence?
    - What would you do if you were involved in a violent incident?
    - Do some people feel threatened in situations while others may not? Why?

    Have groups share some of their answers with the class – if group members are comfortable doing so.
4. Review the reading on page 63-64 of the participant workbook as a class. Compare violence at work with workplace conduct, including improper activity and behaviour.
5. Ask participants why they think workers shouldn't engage in horseplay, practical jokes or unnecessary running or jumping at work.
6. Review the vocabulary activity on page 64 of the participant workbook as a class. Have participants complete the exercises, sharing their sentences with the class if they are comfortable doing so.

II. Violence at Work

Certain work factors, processes, and interactions can put people at increased risk from workplace violence. Risk may increase at certain times of the day, night or year. Certain occupational groups tend to be more at risk than others.

Suggested Activities:

1. Form small groups. Ask what types of work and what types of workplaces put workers at greater risk for violence. Have groups write their answers on chart paper, then share their answers with the class. Answers should include:
    - Working with the public
    - Handling money, valuables or prescription drugs (e.g. cashiers, pharmacists)
    - Carrying out inspection or enforcement duties (e.g. government employees)
    - Providing service, care, advice or education (e.g. health care staff, teachers)
    - Working with unstable or volatile people (e.g. social services, or criminal justice system employees)
    - Working in premises where alcohol is served (e.g. food and beverage staff)
    - Working alone, in small numbers (e.g. store clerks, real estate agents), or in isolated or low traffic areas (e.g. washrooms, storage areas, utility rooms)
    - Working in community-based settings (e.g. nurses, social workers and other home visitors)
    - Having a mobile workplace (e.g. taxicab)
    - Working during periods of intense organizational change (e.g. strikes, downsizing) *(http://www.ccohs.ca/oshanswers/psychosocial/violence.html#_1_9)*
2. Ask participants if they work in any of the workplaces listed above. If so, have they experienced violence or felt at risk of experiencing violence at work? Remind participants that violence can also be psychological. Discuss.
3. Have groups brainstorm workplace and non-workplace events or situations that could trigger or increase the risk of workplace violence. Have groups record their lists on chart paper. Ask groups to share their lists with the class. Answers should include:

    Workplace Risk Factors:

    - Chronic labour/management disputes
    - High number of “stressed out” workers

- Downsizing
- Workload
- Understaffing or excessive demands for overtime
- High number of compensation claims

Non-Workplace Factors:

- Physical or mental health problems
- Financial difficulties
- Marital or relationship issues
- Caring for elderly parents
- Childcare concerns
- Drug or alcohol abuse

4. Review the reading on pages 66-67 of the participant workbook as a group. Discuss.
5. Have participants complete the hazard map activity on pages 68-69.
6. Ask participants why workers may not want to report incidents or threats of violence. Answers should include:
    - Workers may not understand the definition of violence. For example, they may not understand that bullying and harassment are considered violent acts.
    - Workers feel it is just a part of the job.
    - Workers may not feel at risk.
    - Workers have a fear of being blamed.
7. Discuss why it is important to report acts of violence.

III. Bullying and Harassment

Psychological violence is emerging as a priority concern in the workplace. Psychological violence includes harassment, bullying, mobbing, and the misuse of psychological strength. WorkSafeBC has developed Occupational Health and Safety policies, effective November 1, 2013, to help workers, employers and supervisors prevent and address workplace bullying and harassment.

Suggested Activities:

1. Ask participants if any of them have ever experienced bullying or harassment at work and, if so, how they dealt with it. Discuss.
2. Watch WorkSafeBC's "Worker-to-worker bullying and harassment" and "When the employer is the bully" videos, paying particular note to how to handle workplace bullying.

   https://www.worksafebc.com/en/resources/health-safety/videos/worker-to-worker-bullying-harassment?lang=en

   https://www.worksafebc.com/en/resources/health-safety/videos/when-the-employer-is-the-bully?lang=en
3. Draw a couple of examples of workplace bullying and harassment from the experiences participants have shared. As a class, develop a workplace bullying and harassment scenario for each of the examples the group chooses. Or, come with a couple of prepared scenarios if that is more appropriate for the group.
4. Have pairs role play one of the scenarios the class has developed, each taking a turn at being the bully and the person who is being bullied.
5. Review the front pages of WorkSafeBC's worker and employer fact sheets on bullying and harassment as a class. Compare the duties for workers and employers.

   https://www.worksafebc.com/en/resources/health-safety/information-sheets/worker-fact-sheet-workplace-bullying-and-harassment?lang=en

   https://www.worksafebc.com/en/resources/health-safety/information-sheets/employer-fact-sheet-workplace-bullying-and-harassment?lang=en
6. Have participants complete the writing activity on page 71 of the participant workbook.

IV. Prevention

There are a number of options for controlling risks. When planning to control risks the following should be considered:

- Can the hazards be eliminated or will they need to be controlled?
- What is the best long-term solution?
- What procedures are required to support the solution?

Suggested Activities:

1. Discuss the pre-reading question on page 73 of the participant workbook.
2. Review the reading as a group.
3. Have participants go back to their hazard maps and work singly or in pairs to develop ways to control the risks or hazards they identified on their maps, using page 74 of the participant workbook to document their suggestions.

V. Review

Suggested Activities:

1. Ask participants to prepare a presentation for the class that outlines the risks of violence they identified on their hazard map and identifies what control measures they suggest to deal with the risks.

VI. Resources

1. BC Occupational Health and Safety Regulation: Part 4 General Conditions - Violence in the Workplace: 4.27 – 4.31

   https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-04-general-conditions

2. Bullying and Harassment

   https://www.worksafebc.com/en/health-safety/hazards-exposures/bullying-harassment

3. Bullying and Harassment Prevention Toolkit

   https://www.worksafebc.com/en/health-safety/hazards-exposures/bullying-harassment/resource-tool-kit

4. Canadian Centre for Occupational Health and Safety: Violence in the Workplace

   https://www.ccohs.ca/oshanswers/psychosocial/violence.html

5. Violence Prevention

   https://www.worksafebc.com/en/health-safety/hazards-exposures/violence

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